

Summary of Possible Assessments for Present Levels of Educational Placement

Type of Assessment	Advantages	Disadvantages	Possible Examples
Nationally Normed Assessments	<ul style="list-style-type: none"> • Mastery based • May provide documentation that out of level assessments are necessary • Indicates how child compares with large, varied population • Objective data 	<ul style="list-style-type: none"> • Data may not document annual growth • Based on current grade level achievement • Does not easily transfer to local instructional goals, objectives • Grade level equivalence does <i>not</i> correlate with grade level instruction • Usually not locally scored; may be a wait time for data 	Achievement tests: like Woodcock Johnson, KTEA, Stanford SAT (grades 7 – 12) Keymath Terra Nova 4Sight TOWS EXPLORE (grades 4– 8) GRE
PSSA	<ul style="list-style-type: none"> • Objective Data • May help identify areas of weakness: specific content area, test taking skills • Directly aligned with curriculum outcomes 	<ul style="list-style-type: none"> • Measures minimum curricula achievement AYP • Not locally scored; lag time for obtaining data 	
Report Card Grades	<ul style="list-style-type: none"> • Can provide data on curriculum presented: rate of acquisition and retention • Consistent mastery (A's) can indicate need for above level testing • May reflect effective teaching approaches for student • Data available locally and on-going 	<ul style="list-style-type: none"> • Subjective. Considers data not needed for PLEP like neatness, homework, following directions • Not standardized even within one school building • Do not establish current level of performance (hit ceiling) • Reflect teaching approaches and not ability levels 	
Curriculum Based	<ul style="list-style-type: none"> • Indicate material all ready 	<ul style="list-style-type: none"> • Do not establish present level 	Pre-assessments for

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Assessments	mastered and areas of need (mastery learning) <ul style="list-style-type: none"> • Directly aligned with classroom instruction and content objectives • Content (talent) specific • Can document AYP • Can yield direct grade level results if out of level tests used • May provide data on learning styles and study skills • Text based are more objective • Data available on an on-going basis for monitoring progress • Easily scored, no lag time for data 	of performance if mastery is consistently achieved (above 80%) <ul style="list-style-type: none"> • Not consistently used for pre-assessment as well as post-assessment • Teacher constructed may or may not be subjective • Measures of reliability and validity not available • Usually paper and pencil based 	Spelling, math, etc. Use end of year tests at the beginning of the year Tests that accompany text books Teacher constructed assessments Learning by Design Method AIMS web
Portfolio Data/ Performance Based Assessment	<ul style="list-style-type: none"> • Document on-going progress • Performance based rather than paper/pencil • Indicators for creativity, leadership, executive functioning skill may be evident • Permits talent development not available in other assessments • Covers content areas lacking in grade level standards • Help indicate abilities with Habits of Mind; process skills • Can be used to measure short 	<ul style="list-style-type: none"> • Not standardized – no psychometric standards of reliability and validity • Lack consistency • Subjective • Lack empirical data 	Projects Products Videos of performance

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	<ul style="list-style-type: none"> and long term growth • Effective with visual/spatial and students with alternative learning styles • Can align with standards 		
Competition Information	<ul style="list-style-type: none"> • Provide information on areas of specialized talent/interest • Comparison based on broader population than local classroom • Standardized to some degree • May cover more content/skills than classroom • Content specific comparison with populations • May provide data on Higher Order Thinking Skills 	<ul style="list-style-type: none"> • Do not specifically correlate with curriculum/instruction within district • Difficult basis for establishing goals or progress • Lag time in obtaining data 	Content Competitions: <ul style="list-style-type: none"> • AMC. Mathcounts • Odyssey of Mind • Future Problem Solving • Art, Music, Writing, etc.
National Content or Organization Specific Tests	<ul style="list-style-type: none"> • Emphasis on specific skills for a content area • May be based on comparisons with gifted populations rather than general populations 	<ul style="list-style-type: none"> • Must be above grade level to establish ceiling of instructional ability • May have a lag time in obtaining data unless it can be scored locally 	John Hopkins: SCAT. STEP National Council of Teachers of Math Explore
Teacher Designed Assessments	<ul style="list-style-type: none"> • May help measure skills and abilities not included in other measures (learning styles, effective methods for instruction) • Can be used to document progress 	<ul style="list-style-type: none"> • Lack of validity, reliability data • May not relate to an instructional level • Will vary from year to year – difficult to monitor progress • Extremely subjective 	Rubrics Behavior Assessments

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	<ul style="list-style-type: none">• Data is readily available• Goals of instruction are clearly defined to establish data• May help with formative evaluations and diagnostic decisions	<ul style="list-style-type: none">• May measure tasks that do not support curricular outcomes	
Anecdotal Data Self or Peer Evaluation	<ul style="list-style-type: none">• May cover any other skills, information not included in other assessments	<ul style="list-style-type: none">• Subjective• May not relate easily to present levels of performance• Rarely yield grade level data	

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